DOCUMENT RESUME

ED 332 762 JC 910 282

AUTHOR Mellander, Gustavo A., Ed.; Prochaska, Fred, Ed.
TITLE The Diversity Challenge: A Collection of Model Programs.
INSTITUTION West Valley-Mission Community Coll. District, Saratoga, CA.
PUB DATE 91
NOTE 74p.
PUB TYPE Reports - Descriptive (141) -- Collected Works - General (020)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Affirmative Action; Community Colleges; Cultural Awareness; Cultural Differences; Cultural Exchange; *Cultural Pluralism; *Equal Education; Ethnic Groups; Females; *Intercultural Programs; Mentors; Minority Groups; Program Descriptions; *Program Implementation; Two Year Colleges

ABSTRACT

Model programs designed to promote diversity within the West Valley-Mission Community College District (WVMCCD) in California are discussed and described in this report. First, an introductory chapter, "The Importance of Cultural Issues to Higher Education," by Gustavo A. Mellander and Fred Prochaska, reviews the diversity recommendations of the National Center for Postsecondary Governance and Finance, as well as the WVMCCD's commitment to a comprehensive student assessment and placement program, and to an affirmative action plan for hiring. The subsequent chapters, which describe the district's model programs, are entitled: (1) "A Brief Summary of the Cultural Pluralism Program at Mission College," by Jane Patton; (2) "The ADELANTE Project at Mission College," by Barbara Richmond and Nancy K. Wright; (3) "The Cross-Cultural Contact Assignment at Mission College," by Marsha Chan; (4) "The Role of Cultural Diversity in Vocational Courses at Mission College," by JoAnn Hacker; (5) "The Puente Project at West Valley College," by Mary Casper; (6) "SUCCESS--Students Utilizing Cross-Cultural Educational Support and Services: A Mentoring Program for African American Students at West Valley College," by Veronese Anderson and Carolyn Nash; (7) "The Summer Institute, 1990, at West Valley College," by Angelina Rodarte; (8) "Teaching Foreign Languages with a Focus on Cultural Awareness at West Valley College," by Ken Colson and Edith Zanotti; and (9) "Women Making Their Own Way--Conference Report, June 1990: Educational Transition at West Valley College," by Elisa R. Goti and Arlene Herman. Finally, Leo Chavez's essay "Reflections on Diversity" concludes the collection. (JMC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED332762

THE DIVERSITY CHALLENGE

A Collection of Model Programs

Editors:
Gustavo A. Mellander and Fred Prochaska

JC910282

WEST VALLEY-MISSION COMMUNITY COLLEGE DISTRICT

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G. A. Mellander

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

We wish to acknowledge the support and encouragement of our Board of Trustees:

Ms. Joy Atkins - President

Ms. Nancy Rucker - Vice President

Dr. Norman N. Abrahams

Ms. Patricia Mahan

Mr. Phil Stokes

Ms. Phyllis Williams

Dr. Amal B. Winter

Ms. Sharon Lakin - Student Trustee

Ms. Dawn May Gilson - Student Trustee

Copyright, 1991

West Valley-Mission Community College District
14000 Fruitvale Avenue
Saratoga, CA 95070-5698

Cover design and typesetting by Gillian Gossner and Margery Moran

THE DIVERSITY CHALLENGE

A Collection of Model Programs

West Valley-Mission Community College District

Mission College
3000 Mission College Boulevard
Santa Clara, California 95054
(408) 988-2200

West Valley College
14000 Fruitvale Avenue
Saratoga, California 95070
(408) 867-2200

Table of Contents

Page

The Importance of Cultural Issues to Higher Education.....1
Gustavo A. Mellander and Fred Prochaska

A Brief Summary of the Cultural Pluralism Program.....7
at Mission College
Jane Patton

The Adelante Project.....13
at Mission College
Barbara Richmond and Nancy K. Wright

The Cross-Cultural Contact Assignment.....19
at Mission College
Marsha Chan

The Role of Cultural Diversity in Vocational Courses.....27
at Mission College
JoAnn Hacker

The Puente Project.....31
at West Valley College
Mary Casper

SUCCESS - Students Utilizing Cross-Cultural Educational Support & Services.....35
at West Valley College
Veronese Anderson and Carolyn Nash

The Summer Institute , 1990.....41
at West Valley College
Angelina Rodarte

Teaching Foreign Languages with a Focus on Cultural Awareness.....45
at West Valley College
Ken Colson and Edith Zanotti

Women Making Their Own Way Conference Report, June 1990, Educational Transition.....53
at West Valley College
Elisa R. Goti and Arlene Herman

Reflections on Diversity.....61
Leo Chavez

Who are the Authors?

Veronese Anderson, M.S.	Counselor, West Valley College
Mary Casper, M.A.	English Instructor, West Valley College
Marsha Chan, M.A.	English as a Second Language Instructor, Mission College
Leo Chavez, Ph.D.	President, West Valley College
Ken Colson, M.A.	Social Science Coordinator/Anthropology Instructor, West Valley College
Elisa R. Goti, B.A.	Project Asistant II, Educational Transition, West Valley College
Jo Ann Hacker, Ed.D.	English as a Second Language Instructor, Mission College
Arlene Herman, M.S.W.	Educational Transition Coordinator, West Valley College
Gustavo A. Mellander, Ph.D., D.H.L.	Chancellor, West Valley-Mission Community College District
Carolyn Nash, M.S.	Counselor, West Valley College
Jane Patton, M.A.	Speech and Communications Instructor, Mission College
Fred Prochaska, Ph.D.	Director, Grants and Development, West Valley-Mission Community College District
Barbara Richmond, M.S.W.	Academic Counselor, Educational Transition, Mission College
Angelina Rodarte, M.A.	Assistant Dean of Student Services, West Valley College
Nancy K. Wright, M.A.	Coordinator, Educational Transition, Mission College
Edith Zanotti, M.A.	Foreign Languages Instructor, West Valley College

The Importance of Cultural Issues to Higher Education

Gustavo A. Mellander
and
Fred Prochaska

"To prepare the next generation of our citizenry, we need to look critically at the needs of our students and our changing multi-cultural society."

This statement was taken from a research study by Dr. Ray Lou, Associate Academic Vice President for Undergraduate Studies, at San José State University. He goes on to say, "We will have to pay more attention to not only what we teach, but how we teach and who we teach it to."

Clearly, cultural issues will be more important than ever before in the coming century. Colleges will face the challenges and obligation of serving a greater diversity of students. Faculty and staff will have to develop new approaches and programs to meet the needs of minority students, and colleges will need to be prepared to move forward to this end.

It is a three-legged stool - curricula, college staff and students. All have obligations, and all must contribute synergistically if they are to succeed.

There is clear and growing evidence that much needs to be done. For example, the Hispanic and African American student population in California's K-12 public schools in 1989 totaled nearly 40% of all students. When combined with Asian American and Native American students, the combined "minority" students outnumber the white student population by 51% to 49%. This phenomenon is particularly evident in the state's urban centers.

Unfortunately, they are not being as well served as they should be. According to data compiled by the California Postsecondary Education Commission, only 10.8% of African American and 13.3% of Hispanic high school graduates were eligible for admission to the California State University system. This pales in comparison to corresponding percentages of 50.0% for Asians and 31.6% for Caucasians. The statistics for eligibility to the more prestigious University of California system are far more dismal. Clearly, a large portion of California youngsters are not being prepared to pursue college level education.

The economic forecasts provided by the Bureau of Labor Statistics indicate that jobs with higher skill requirements will continue to expand during the next decade, while total employment will grow by 19% by the year 2000. It is estimated that the demand for technicians and workers with related skills will expand by 38%.

In addition, the earnings gap between college graduates and high school graduates is widening significantly. Most salary surveys indicate that college graduates earn at least 40% more than high school graduates.

During the past five years, the West Valley-Mission Community College District has taken several important steps to address cultural diversity concerns. This publication is designed to illustrate some of these efforts.

We begin by emphasizing that to address the challenge of diversity, it is important to not limit your strategies.

In order for higher education faculty and staff to help minority students graduate, a comprehensive approach is recommended by the National Center for Postsecondary Governance and Finance. They found that upholding certain principles achieved success in retaining minority students. "Implementing only one or two of the following principles will not suffice. To successfully remove race and ethnicity as factors in college completion, institutions must attempt all ten." The Center recommends the following principles:

1. Announce publicly your goal of eliminating racial and ethnic disparities.
2. Back up your priorities and use discretionary dollars to recruit, retain, and graduate minority students to show your commitment.
3. Employ minority leadership in positions that send a clear message of the value of cultural diversity.
4. Track your progress by focusing strategies to collect detailed information on minority and non-minority undergraduate achievements.
5. Provide comprehensive support services committed to equality.

6. Emphasize educational quality which includes diversity but not by reducing other excellent services.
7. Use a community-wide effort to raise minority students' aspirations and academic preparation.
8. Bridge programs including extended classes and other collaborative efforts to support underprepared students.
9. Reward good teaching and diversify faculty with support from the institution through effective mentoring and other types of supportive services.
10. Construct a nonthreatening social environment which will not hamper the progress of the minority student.

A comprehensive approach has been shown to successfully remove obstacles toward graduation for postsecondary students from culturally diverse backgrounds.

* * * *

We would like to mention two other policy decisions aggressively pursued by our District in the past five years to create a positive multicultural environment. They are:

1. A defined program to carefully assess incoming students' talents and skills to develop a suitable academic program for them.
2. A commitment and a plan of action to include ethnic diversity in every hiring.

The first project follows a statewide initiative which defines specific support services to help community college students succeed in

attaining their educational goal. The plan's components include admissions, orientation, assessment, counseling/advisement, and follow-up. There are also considerable coordination, training, research and evaluation components included in the program. It is extremely labor-intensive, but it is hoped that its radical reforms to previous policies and modus operandi will enhance students' academic achievements.

Secondly, the District, with the support of the Board of Trustees, has developed a systematic personnel hiring procedure which targets desired groups. Consistent and firm monitoring of the program has helped orient scores of search committees about the new realities. The process has been very successful in achieving a 30% to 40% targeted-group hiring rate.

Times are changing and those colleges who plan for the future in a positive and pro-active fashion will be well-positioned to serve our changing society. It will not happen by itself. The upcoming century affords all of us in education exciting opportunities. The very diversity of our students obligates us to design programs and services that prepare every student for future careers and a changing society.

* * * *

Our nation's ability to address glaring inequalities among the population will very much rest upon the commitment of colleges and universities to reach out to greater numbers of disadvantaged students. If we fail in this regard, it is highly likely that we will not be able to prepare for a just and dynamic 21st century. If we succeed, we will do much to advance the ideas of the American dream.

A Brief Summary of the Cultural Pluralism Program at Mission College

Jane Patton

In the Fall of 1986, the Chancellor asked the Board of Trustees to adopt a policy to move the college towards an integrated program. A committee met for the entire school year, conducted research among the faculty and students, and looked into programs developed by other colleges.

The recommendations from Mission College's committee were completed in June, 1987. They included:

1. Celebrating cultural events of various groups.
2. Establishing a speaker series for students and staff.
3. Providing staff development opportunities for professional growth.
4. Integrating **Cultural Pluralism** into existing curricula.
5. Developing courses which specifically address multicultural issues.
6. Developing a **Cultural Pluralism** requirement within the existing Associate Arts Degree requirements.

The approach recommended by the committee was to integrate **Cultural Pluralism** throughout the curriculum and across the campus. To date, approximately 18 courses have been significantly modified to include culturally pluralistic content, and 2 new courses have been

written and approved which address multicultural issues. So far, approximately 20 faculty members out of 102 full-time faculty members, have participated in a series of inservice workshops to accomplish their curricula revisions. Many faculty members added statements of **Cultural Pluralism** to their course outlines as they made revisions. Most flex day programs have included a session on **Cultural Pluralism.** Guest speakers have been brought to campus each semester. Cultural holidays have been celebrated, and their significance publicized. New instructional materials (media and books) have been purchased.

Faculty members who teach courses in the following disciplines have attended a series of workshops to assist them in modifying an existing course or developing a new course which is explicitly multicultural: Spanish, English, business, English as a Second Language (ESL), humanities, nursing, history, math, Library Research Services, sociology, philosophy, speech, and reading.

The Curriculum Review Committee (CRC) has a representative from the Cultural Pluralism (CP) committee. The 1990 curriculum manual includes suggestions to faculty of ways they can add CP to their courses. Also, on new course proposal forms, faculty are asked how CP can be addressed in the course.

Funding for the program has varied from year to year with sources coming from the Fund for Instructional Improvement, from the District Foundation and from the Chancellor's Flagship Funds, as well as from general college budgets. The largest amount of money has been used for faculty development. Funds have also been used for campus-wide activities and to purchase new audiovisual programs and print materials for use by students, faculty and staff.

Mission College's speech department offers an introductory course in **Intercultural Communication.** Because this is a relatively new subset of the field of communication, many community colleges do not yet offer such a course.

The course examines the basic elements of interpersonal communication and culture as the two relate to one another. Emphasis is given to the influence of culture upon the interpretation of the communication act and to the communication skills that enhance cross-cultural communication. Its objectives are to:

- Increase the student's knowledge of communication, culture, and the relationship of the two.
- Assist the student in improving skills in **intercultural communication.**
- Foster an understanding in the student of issues confronting people who interact interculturally.

This course is designed both for students planning to transfer to a university and for students desiring personal or professional enrichment. Anyone who interacts with people from diverse backgrounds and who wants to improve those relationships will benefit from **Intercultural Communication.** The University of California and California State University accept this course for transfer. At San José State University, this course fills the **Cultural Pluralism** requirement.

For several years, Mission College has provided an opportunity for ESL students to practice their oral English. It is set up as part of the Learning Assistant and Testing Center (LATC). Nonnative English

speakers can get practice speaking English with native English speakers, who receive speech credit for leading weekly conversation groups.

At the beginning of each semester, announcements are made in ESL classes and in speech classes, informing students of this opportunity. The conversation group leaders (native speakers) set up a regular time slot in the LATC and announce when the discussions will be held. ESL students are informed of the times and they may attend on a drop-in basis, or as a regular participant.

In addition to obtaining practice with English skills, and with group discussion leadership skills, both native and nonnative students have been pleasantly surprised to discover the opportunity for cross-cultural learning that takes place when students from a variety of language groups sit down together and talk. Discussion topics include how to make conversation with people, American cultural patterns and behaviors that improve students' class participation.

Each semester the program has grown and the number of conversation groups has increased. **The Cultural Pluralism Committee at Mission College** is a group of faculty, classified staff, students, and administrators striving to bring recognition to the many diverse cultural backgrounds of students and staff. The objective of this committee is to promote understanding, cooperation, and cohesion among members of a variety of different cultures. A culturally pluralistic approach should be incorporated in course content and/or teaching strategies for all curricula and in the activities which are offered to our students at Mission College. There are several ways in which the committee approaches this challenge: purchasing culturally-

diverse materials, providing staff development opportunities, organizing cultural events, and inviting guest speakers from various cultures to speak about different lifestyles, cultures, and current events. Its goals are to:

- Address the needs of the culturally diverse student population at Mission College.
- Expose all Mission College students to ideas and experiences originating from a variety of cultures.
- Reduce prejudice, racism, and all types of oppressive social, political, and economic discrimination of minority groups.
- Increase students' and staff's awareness, understanding, and appreciation of the diverse ethnic and cultural groups that comprise our society through comparison of attitudes and philosophies that are Western and non-Western.
- Assist students and staff in examining the reasons behind thinking that is limited by stereotypic, ethnocentric, chauvinistic, or monolithic views.
- Facilitate student and staff understanding of cultural perspectives of others, as well as their own.

* * * *

The Cultural Pluralism Programs at Mission College have helped to increase awareness and sensitivity to our increasingly diverse population. It is hoped that the program will continue to expand in the years ahead.

The ADELANTE Project at Mission College

Barbara Richmond
and
Nancy K. Wright

Mission College is located in an area which has a large Hispanic population. The community of Alviso, for example, located three miles from the campus, is predominantly Hispanic, and is underrepresented at Mission College. Many of the women are single parents or homemakers who feel that their limited educational and social background are barriers to a better job. They have limited English skills and lack the self-esteem, encouragement and ongoing support necessary to pursue a course of study which would enable them to more fully integrate into this society and into the job market.

Added to this population are a growing number of Spanish speaking students who are seeking to gain new skills and further their education at Mission College. With recent immigration from Mexico and Latin America, more of these Spanish speaking students are people who have been educated to some degree in their respective countries and/or who have a trade or profession. However, due to their limited ability in the English language and their lack of educational credentials recognized in the United States, they are not yet able to enroll in the courses necessary for gainful employment in their chosen area.

The ADELANTE Project, developed through the Office of Educational Transition under the Single Parent/Displaced Homemaker

Vocational Educational grant, seeks to address the needs of these students on several levels. The name, **ADELANTE**, was chosen because it represents, in Spanish, the idea of moving forward, onward. It is a word frequently used in conversation to express encouragement, "You can do it!", "Don't give up!" And that's exactly what we want the students to feel!

As previously stated, the first essential step is to improve reading, writing, listening and speaking skills in the English language. We are fortunate to have an excellent English as a Second Language department at Mission College which provides the students with a path towards a brighter future. But the classes alone are not enough. **The ADELANTE Project** includes a Spanish speaking counselor who provides a link between the community and the school. Many students have not yet gotten "a foot in the door" because of fear that they will not be able to make themselves understood or understand the procedures necessary to be enrolled. However, once the word was out in the community that there was someone available to provide information, advisement and counseling in Spanish, the number of students from this population began to increase.

The counselor helps to develop a level of trust which is beneficial to the students in terms of overcoming cultural, family, economic, language and other barriers, and beneficial to the school in terms of the crucial issue of retention, providing the ongoing support necessary to continue **ADELANTE**. At this time, the counselor is only available on a limited basis, during hours which must also be shared with other students who come through the Office of Educational Transition. We hope to be able to extend these hours in the future.

Through **ADELANTE,** the students are invited to weekly meetings, where they have an opportunity to meet one another in an informal setting. The bonds of friendship grow, the sharing of experiences continues, the offering of mutual concern and support serves to forge a sense of belonging which is one of the essential factors in retention. Students discuss their educational goals, the barriers they perceive in reaching them and ways in which to overcome them. We know that doubts and misgivings about one's self can turn into self-fulfilling prophecies. One of the objectives of **ADELANTE** is to enable students to become more aware of their reality and potential so they can become active participants in making the changes necessary to reach their goals.

Students are offered workshops in study skills, study groups are encouraged, the services of the tutoring center and the learning center are explained. The students also learn, very early on, about the different educational programs and tracks available to them so that they can have a plan to follow and matriculation efforts can be realized.

Because of budget constraints, it is not possible to assist the students with the difficulty they often have in meeting the costs of their education, especially paying for their books. However, the effort is made, with some success, of coordinating so that students pass their books on to others who will take the same course the following semester. These arrangements offer assistance in a real way, but they also provide the experience for the students that there is a commitment on the part of the project to **"be there"**, to assist in overcoming barriers, be they abstract or very practical.

This past summer, **ADELANTE** initiated a new aspect of the project. Funding was obtained to provide a six-week preparatory course (seven hours a week) for students who, having completed the Certified Nursing Assistant (CNA) program (offered each Spring semester in Spanish), desired to continue to the next rung of the nursing ladder to the Acute Care program. Although they had continued to study and practice English and had completed the ESL class offered in conjunction with the CNA program, we wanted to assist them in maximizing the possibility of their success in the Acute Care program, which is taught in English. The summer sessions were conducted bilingually. The objective was to give the students entering the Acute Care program a head start on the semester. The students were given the program's textbook and two experienced, bilingual instructional assistants, presently working in the field, helped them become familiar with the overall concepts and terminology of the program. They also benefited from the continued assistance and support of their counselor, who explained and answered questions about their future options in the nursing or other medically related fields.

Those of us working with the **ADELANTE Project** hope to expand this preparatory track to include other vocational programs at Mission College, such as hospitality/restaurant management, computer science, graphic design, and modelbuilding.

Students are constantly encouraged and given opportunities to practice and improve their English while, at the same time, they are being given the opportunity to express their hopes, fears and aspirations in a supportive setting and in their own language if they so desire.

Although this project is new and it is difficult to measure the results precisely at this time, the students are enthusiastic. They are filling the classes and bringing in friends and relatives who have been encouraged by the promise of this kind of support and touched by the enthusiasm of those who are already moving **ADELANTE**.

The Cross-Cultural Contact Assignment at Mission College

Marsha Chan

Introduction

While much learning goes on in the classroom itself, students can make considerable gains when they tap into resources other than their instructors and their textbooks. It is quite common, for example, for students to be given assignments requiring library research. Another type of task which can be of great value, in terms of both process and product, is the **contact assignment.** When properly introduced, its value is even richer when conducted between members of different cultural backgrounds.

The Contact Assignment

A **contact assignment** is one in which a student or group of students, whether native or nonnative speakers of English, contacts a person or group of people - informants, or interviewees - outside of class. Its purpose may be to collect facts or opinions on a topic - (How many hours of sleep do you get each night? Is the amount of sleep important?), to practice a particular language (English) or mode of communication (individual oral interview), to learn new words and idioms (I fell head over heels in love with that guy), to observe particular behavior (How close do people stand next to each other when waiting in line?), to gain insight into the customs or values of another cultural group (Do married couples in [place] commonly live

with their in-laws?) or any combination of the above. The information gathered may be reported in written or oral fashion, live or recorded, with the instructor or the classmates as the audience. The instructor carefully selects the specific objectives of each **contact assignment** and explains the procedures to the students, providing preparatory activities as necessary.

The **contact assignment** described in this article is one developed for an advanced intermediate group of English as a Second Language (ESL) learners in an oral communication course (and can be adapted to suit other disciplines). Nonnative students of English interview native speakers of English on the topic of family and relationships. The assignment assumes that the students have had training and experience (at least in the classroom if not outside) in opening conversations in English; maintaining conversations by developing topics, asking for clarification and elaboration, checking for comprehension, asking for and giving opinions; and closing conversations. It also assumes that they have a certain awareness of the cultural plurality of American society and the appropriateness of particular topics and questioning techniques. The **contact assignment** gives them an opportunity to integrate the verbal and nonverbal language skills developed in the oral communication classroom into a realistic situation.

The Cultural Value of the Contact Assignment

More than giving students the opportunity to use their language skills, this type of assignment enables students to gain an appreciation of the cultural diversity in our society in several ways. First, it gives them license to ask questions that they may not otherwise bring

themselves to ask a native speaker of a language other than their own. This permits students to learn about the views of an individual from another culture on at least one topic of interest. In addition, it gives students insight into their own culture and family as well as that of others. It thus provides grounds for a comparison of cross-cultural behavior and values. Furthermore, because the topic of family and relationships is universal (as opposed to, say, the narrow topic of American football), the **contact assignment** promotes an understanding of the commonality of human needs and the diverse practices by which these needs are met. Like other aspects of Mission College's ESL oral communication courses, this task promotes culturally pluralistic perspectives rather than ethnocentric viewpoints.

Preparing Students for the Contact Assignment

Before the actual interviews for the following **contact assignment,** students brainstorm questions that they might want to ask. The questions are written on an overhead transparency or on the chalkboard, with help in phrasing offered as necessary, and students copy them into their notebooks. As they get new ideas from their classmates, students notice the variety of question types. Moreover, they begin to see how certain questions are appropriate for some interviewees and others are not: whether the interviewee is young or old, is married or single, or has children, affects the appropriateness of many questions. (How do you handle disagreements with your teenagers?)

Further discussion ensues on the appropriateness of questions for different cultural groups. (Why aren't you married yet?)

After the class has done some brainstorming, the teacher develops the questions into groups such as the ones that follow. Each set of questions is typed on a single slip of paper or note card (with duplicate sets if needed for a large class). In pairs, students sitting face to face ask each other the questions, proceeding from the first more general question to one or more of the following questions on each card.

Sample Questions

1. When parents get too old to take care of themselves, who should take care of them?
   When your parents get old, who will take care of them?
   When you get old, do you want your children to take care of you , or. . ?
2. What are the most enjoyable aspects of family life?
   Which activities do you do most often with your family and why?
3. How do you feel about letting someone else take care of your baby/your child/children? (If your partner has no children, use how **would** you..?)
4. At what age should a daughter be allowed to:
   -go out to a movie with girl friends (and without any adult companions)?
   -go out on a date with a boy?
   -wear make-up?
   -stay overnight at a friend's house?
   -get a job?
   -stay up until midnight?

-take care of someone else's children; that is, babysit?
-drink alcoholic beverages?

Does it matter what country the babysitter comes from? What languages s/he speaks? If s/he is a relative? If s/he is someone you already know? If s/he is recommended by a friend? If s/he lives close to you? If s/he has children? What his/her personality is?

Students Conduct the Interview

When students are adequately prepared, they are given instructions to conduct a 15-minute interview with a native speaker of English on the topic of Family and Relations. The person whom each student chooses to interview may be a co-worker, a classmate, a neighbor or another friend. For ESL students, it should be someone who has lived most of his or her life in the United States, which will likely involve a person of a different cultural background from the student's own. Students may need to approach more than one person before finding one who is willing and available to be interviewed within their time frame. Students will need to record the interview.

Students are informed of the purpose of the **contact assignment**, which can be explained as twofold: (1) to give them a real opportunity to use the functional language that they have observed, studied and practiced in class with other nonnative speakers, and (2) to give them an opportunity to learn more about American culture and society from an "insider." Students may be advised of the time period when they should conduct their interviews.

To assist students with approaching a potential interviewee, a sample opener may be provided, for example, "Hello, _____. I'm taking a course at Mission College to improve my oral communication skills. My project is to interview someone in English for about 15 minutes. One of the purposes of this assignment is for me to practice speaking English outside of class. Another purpose is for me to learn more about American culture and society. I'd feel comfortable talking to you. Would you let me interview you?" After finding an agreeable informant and confirming the date, time and place, the student should inform the interviewee that the interview will be tape recorded. Since the thought of being recorded may make the interviewee want to reconsider the arrangement (and therefore possibly subject the student to a feeling of rejection), a sample appeaser might be offered, such as "My instructor wants to hear how I communicate, how I use English." If the person declines to be interviewed, the student will need to thank him or her and ask somebody else.

Students are requested to design their questions or question types (categories) before the interview, referring to the brainstorming lists, discussion lessons and small group exercises that have been conducted in class. They are encouraged to think of other questions specific to the person whom they are each going to interview. They are reminded to use a variety of questioning techniques and to employ verbal and nonverbal attending behaviors which assist the speaker in expressing his or her ideas.

On the practical side, students are warned to test out the tape recorder before the interview, to have fresh batteries, and to record the entire interview without stopping. This enables them to concentrate on

conversing with the interviewee instead of having to divide their attention into listening, speaking and taking notes. They are reminded to thank the person for the interview and reiterate the value of his or her cooperation. They are encouraged to offer to share their perspectives with their partners at a future date.

Follow-Up Activities

After the interview is over, students listen to the tape recording carefully and take notes. The instructor may wish to collect these tape recorded interviews, listen to them and grade them. From their notes, students discuss their interview findings in small groups. This may be followed by a prepared speech to the whole class, for example, a 3-5 minute summary of the interview.

In the speech, each student briefly introduces his or her interview partner by name and relationship, and is instructed to summarize the findings in a well-organized, coherent manner. Reported speech is encouraged, as in "_____ explained that. . . S/he expressed doubt about. . . S/he is concerned about. . . ." Impressions are also welcomed, as in "I found out that. . . I learned that. . . I am surprised that. . . " Finally, students are required to note similarities and differences: "There are several similarities (differences) between _____ and me or between _____'s family and mine: . . . " "It seems that both American families and (my country's) families . . ." "_____ thinks . . . , but I think . . ."

These follow-up activities not only allow students to practice their listening and speaking skills and utilize their communication strategies,

but listening to the results of each other's **contact assignments** helps diffuse stereotypic notions about "all Americans."

Adaptability of the Contact Assignment

The assignment described above can be easily adapted and incorporated into a number of teaching disciplines other than that of English as a Second Language. For instance, students of sociology or anthropology might conduct an oral history with a member of another cultural, linguistic or ethnic group. Students of nursing might interview members of a different group on their interaction with health care-givers. Students of law might gain a different perspective on how the legal system and authority figures are perceived by different cultural groups. Whether the students are native or nonnative speakers of English, native or foreign born, they can all stand to gain some cultural insight when paired with someone from another culture for a **contact assignment.**

The Role of Cultural Diversity in Vocational Courses at Mission College

JoAnn Hacker

The changes in our national and state demographics are reflected in the student populations at California community colleges. One specific example in the shift in demographics comes from the Mission College Nursing Department, which has several vocational nursing certificate programs.

Over the last five years enrollments in Mission College's nursing classes have shown a marked increase in the numbers of minority students and limited English speakers. These nontraditional students often lack effective oral and written communication skills, which contributes to problems in the classroom, in the learning-and-practice lab, and in the clinical setting. In addition, these students come from a variety of cultural backgrounds. This point is particularly significant because health care values, beliefs, and practices seem to be rooted in one's native culture, so that effective health care is closely tied to cultural expectations.

To provide adequate health care to a diverse population, a typical vocational certificate student must not only be able to administer good medical care to patients in a variety of settings, but must also (l) master the linguistic skills necessary to learn the course content;

(2) demonstrate the ability to read and carry out instructions from medical personnel; (3) write out accurate patient records; and (4) acquire appropriate oral communication skills to deal with patients and staff.

Four years ago, the Mission College Nursing Department received a **Vocational Education** grant to assist Spanish speaking students who entered the **Nursing Assistant Certificate Program**. Using the grant funds to implement this goal, a separate, concurrent course was developed to assist these students in acquiring the necessary linguistic skills to be successful in their academic classes and on the job; students also attended nursing classes and completed the clinical training required for the **Vocational Nursing Assistant Certificate.** Instruction was given in both English and Spanish, although English was used in the clinicals at the job sites.

Due to the success of the grant-funded course, the Program Coordinator and Nursing Instructor, Dianna Mackey, wanted the language course to be a permanent part of the program. In the Spring of 1990, the course was moved into the English as a Second Language (ESL) Department as **Vocational ESL for Health Care Workers.**

At that time, I undertook a project to incorporate culture-based content appropriate for this course. A summary of the project follows.

The intent of the cultural diversity project was threefold: to discover cross-cultural differences in health care, to assemble instructional materials, and to record the nursing faculty's perceptions of their students in order to better understand how cultural expectations and training in health care not only vary, but affect job performance and academic success. The insights gained from these

teachers' and supervisors' observations are being incorporated into the new course curriculum.

The Vocational ESL for Health Care Workers course combines language acquisition with academic content in nursing assistance. In this course, language acquisition involves using language accurately and appropriately in a variety of medical settings. Both linguistic accuracy and cultural appropriateness are essential to the success of the students in the **Nursing Assistance Program.**

The classroom needs to be a place to learn the language, the attitudes and the behavior necessary for care-giving in the United States. Patients in American hospitals, nursing homes, and convalescent hospitals expect specific types of behavior from care-givers. However, these expectations are often unknown to nonnative speakers who take these jobs.

Students also need to be able to communicate effectively on the job with patients and staff members who also may represent a variety of cultural groups. Part of care-giving is derived from the oral and written communication with patients, medical personnel and supervisors; part is responding to nonverbal culture-based signals from patients; part of it is developing the role of a care-giver. The Nursing Department feels it is essential for students in this program to demonstrate language and behavior appropriate for the job.

Differences in cultural behavior and expectations frequently result in students' misperceptions of their roles as care-givers, according to the nursing faculty who supervise the students' training. Because students' attitudes and behaviors are rooted in their native culture, they may need to develop a greater awareness of the health-

care needs of patients from diverse cultures. For this reason, the instructor for this course needs to provide opportunities for comparing, discussing, and exploring cultural aspects of care-giving. Once students grasp the need for different behavior, they need to have clear models of culturally relevant language and behavior. To this end, role-playing is essential and should be used often. Students can also benefit from being videotaped as they practice responding and carrying out their duties.

Any additional materials on cultural diversity and their application to teaching and learning are available at Mission College.

* * * *

There is a need to address issues related to cultural diversity in the curriculum of most community college vocational programs. As many vocational programs are experiencing increased enrollment of limited English speaking students, the need to recognize and address cultural diversity grows. While the ESL discipline, by its very nature, encompasses cultural diversity, cross-cultural content in the curriculum is not unique to this department. Mission College faculty, from fields such as business, English, history, philosophy, psychology, and speech, have incorporated aspects of cultural diversity to enrich learning and provide more opportunities for cultural appreciation and understanding.

The Puente Project at West Valley College

Mary Casper

To address the academic needs of Mexican-American students, West Valley College began participating in the **Puente Project** in 1988. The **Puente** concept was initiated at Chabot College ten years ago to reduce Community College attrition among Mexican-American students and to increase the number who transfer to four-year colleges and universities. It is estimated that eighty to eighty-five percent of the Latino students who do enter college enroll in community colleges and fifty percent drop out, with very few transferring to four-year institutions.

The transfer rate for California community college students is only 3.2 percent. These statistics are devastating to the State of California which, by the year 2000, will have a minority population of 50 percent, one third of which will be Hispanic.

Sponsored jointly by the University of California and the California Community Colleges, **Puente** is administratively housed within the Office of the President of the University of California. Cited by the California Community Colleges Chancellor's Office as one of two successful instructional programs for Hispanic students, it is funded by major corporate and private foundations as well as by the

State of California, and by the 25 community colleges which have been selected to participate.

Puente is a one-year writing/counseling/mentoring program operating for Mexican-American students who agree to remain in the program for two semesters to improve their writing skills and who wish to transfer to a four-year university or college. The team consists of a veteran English instructor, a Mexican-American counselor and a Mexican-American professional from the community, for each student. This direct support and involvement of the latter is invaluable, inasmuch as it provides mentors who are professionals and are willing to be models for students. Judges, lawyers, psychologists, reporters, doctors, scientists, and people in business provide a model of commitment to the community, showing students that success is possible without having to abandon cultural identity.

Puente meets its goals by selecting English teacher/Mexican-American counselor teams (one English teacher and one counselor per program). They are trained in writing methods based on recent research on the teaching of writing and in counseling methods based on the cultural values and strengths of Mexican-American students. The teams then begin **Puente Projects** on their campuses, select students and mentors, and pair students with mentors, according to the students' personalities and career interests.

Puente concentrates on three areas that prevent Mexican-American students from succeeding: lack of writing skills, lack of professional role models, and insufficient knowledge of the educational system. The Mexican-American counselor continues to assist students in meeting transfer requirements as long as the students are enrolled at

the community college. Hopefully, those same students will themselves become role models for other **Puente** students when they have received their degrees and have become professionals. A **Puente** student is one of the finest recruiters for the program.

At West Valley College in the Spring semester, 1989, the first **Puente** class started with 27 students; no students withdrew from the program, and 81% completed remedial English with credit. Typically, writing assignments are structured so that elements of Mexican culture and home life are shared, talked about and written about. This results in a common experience, helping students to become aware that they share much with other students like themselves. This sharing of oral and written experiences creates a network of fellow students.

This is invaluable support for the student who has, in the past, often sat quietly in the back of the room, afraid to speak out or write about the most precious experiences of growing up and his or her identity. The presence of the Mexican-American counselor in the writing classroom, modeling his or her own experience both orally and in writing, also instills confidence in the wary student.

Another element that fosters pride and confidence is the fact that students' written work is collected and published and given as gifts to their mentors, their families and to Board members, administrators and to other students.

At West Valley College at the end of the Spring semester, 1990, of the 54 students who enrolled in the **Puente Project,** 79.5% were retained to complete English 105 or English 1A. One student transferred to U.C. Davis; our first transfer student.

The mentor, who is a successful professional assigned each student, is the third member of the teaching/counseling/mentoring team. Students visit their mentors at their office or work-place, meet their mentor for lunch, and get to know and see that Mexican-Americans succeed in the professional world. Mentors are invited to family parties at Christmastime and at the close of the school year; in this way, a network of students and professionals interested in their progress is formed, which sustains the students in their objectives.

Because of the success rate at West Valley College and because of the commitment of the Board and the administration to the concept of **Puente**, a second team has begun a third group of **Puente** students at West Valley College. This second team went through the **Puente** training for English teachers and counselors at U.C. Berkeley in the summer of 1990. Having two teams teaching, counseling and providing mentors for Mexican-American students will make it possible for any qualified student to enter the **Puente Program** at the beginning of any semester.

* * * *

The administration is committed to making the **Puente Program** available to all Mexican-American students who wish to spend two semesters at least in improving their writing skills and who are committed to transferring to a 4-year college or university.

SUCCESS
Students Utilizing Cross-Cultural Educational Support & Services
A Mentoring Program for African American Students
at West Valley College

Veronese Anderson
and
Carolyn Nash

Background

West Valley College's Minority Recruitment, Retention and Transition Report (1989), and the five year Master Plan (1989-94), documented the need for additional actions to attract, retain and facilitate transfers and placements among minority students.

The Report and Plan also documented the need for staff development in the areas of cultural diversity and to move institutional and faculty commitment toward minority students from an "assumed" to an "expressed" level.

Retention literature suggests a strong relationship between mentoring and academic success. Mentoring of students enhances motivation, expectations and feelings regarding education and training. The more students feel connected with the institution, the more likely they will stay in college. Evidence indicates that minority students have difficulty establishing mentoring relationships in academic organizations, thus indicating the need for a formalized program to provide mentoring opportunities for them.

In the Fall of 1989, Veronese Anderson and Carolyn Nash, two West Valley College counselors, began to lay the groundwork for the

development and implementation of a mentoring program for African American students.

The central theme of **SUCCESS** is the development of a cross-cultural mentoring program which facilitates opportunities for faculty and students to enhance academic and personal interaction, increases cultural sensitivity, and fosters more positive attitudes and expectations.

The central purpose of **SUCCESS** is to focus on the college's institutional commitment to the retention, recruitment and transfer/placement of minority students.

Goals and Objectives

The goals and objectives of **SUCCESS** are in keeping with recommendations from West Valley College's Minority Recruitment, Retention Transition Report and Master Plan.

Retention

- To attract and accommodate African American students.
- To provide educational experiences which fulfill academic, personal and social needs.
- To increase the retention of African American students.
- To enhance the personalization of the academic environment for African American students.
- To build a network of on-campus contacts and supportive relationships between college personnel and African American students.

Transition

- To identify African American students planning to transfer to a 4-year university.
- To identify key personnel at major universities and employment organizations to promote successful transition opportunities.
- To build a network of off-campus contacts and supportive relationships between African American professionals and students.
- To provide experiences and opportunities for students to connect with a career role model.
- To encourage submission and completion of Transfer Admission Agreements (TAA's).

Staff Development

- Increase staff awareness and commitment to the needs and goals of African American students.
- Provide staff development in the form of mentoring training.
- Actively involve staff with African American students by linking them in mentoring relationships.
- Write a proposal to include **SUCCESS** as a professional Growth and Development Activity for Mentors.

Institutional

- Increase positive institutional attitudes toward African American students.
- Establish an annual multicultural career and job fair for African American, Asian, Hispanic and Native American students.

- Teach existing African American courses.
- Develop new courses that are African American focused.

Recruitment

As a result the African American Students Mentoring Program and other multicultural activities, which demonstrate West Valley College's commitment to minority students, the potential for recruiting African American students should improve.

Proposed Implementation Plan:

Phase I (in progress)

Mentoring Program for African American students

1. Implement a series of informational workshops for faculty, staff and students on the mentoring program and cultural diversity.
2. Develop Applications for Mentor/Mentee selection. Develop Mentor/Mentee Guidelines/Handbook.
3. Establish a one-to-one mentoring project with selected faculty and staff and African American students. Secure a one-year commitment of participation from both mentors and protégés.
4. Develop a Program Newsletter.
5. Initiate the development of Afrocentrive curriculum materials, including staff development workshop, new courses, and additional content for existing courses.

6. Plan, promote and institute an annual multicultural career and job fair and work on placement and transfer opportunities for participating students.
7. Obtain outside funding to continue **SUCCESS** implementation plan.

Phase II

Development of a Transition Component

1. Develop a network of key personnel at high schools, community colleges and universities to facilitate transition to higher education and the world of work.
2. Develop a network of career role model and resources from the community.
3. Establish a resource file of scholarships and grants for African American students.

Phase III

Continue Development and Implementation

1. Document the progress of participants in the project, including data on retention, academic performance and transfer/placement rates.
2. Disseminate project results to West Valley College campus and community colleges concerned with minority student retention. This model may be used to implement mentoring programs for other minority groups.

SUCCESS is in its first year of implementation. The long term impact of **SUCCESS** on the institution as a whole and individual faculty, staff and students is yet to be determined. The pilot implementation has been judged to be successful in terms of facilitating opportunities for staff, faculty and students to enhance academic and personal interaction, increase cultural sensitivity and foster more positive attitudes and expectations. We project continued positive outcomes in the long run.

The Summer Institute, 1990 at West Valley College

Angelina Rodarte

The concept of a program that will prepare incoming minority students to better adjust to a college environment has been around since the 1960's, when Educational Opportunity Programs (EOPS) first emerged at four-year college campuses. It was felt that with proper orientation, financial aid and some preparation in academic skills, program participants would naturally form support groups and be better able to function academically; this did indeed occur.

In fact, EOPS students had better retention rates and grade point averages (GPA's) than the average student on campus, popularizing learning services for all students. Over time, the lack of focused retention strategies for ethnic minority students has led to decreased results. The **Summer Institute** program at West Valley College was an attempt to recreate a version of the original model that would be effective at a community college twenty years later.

The **Summer Institute** at West Valley College was more than just a summer readiness program for the thirty minority students who participated. It was a safe, fun and effective way to make the transition from high school into college. It was a way to create supportive relationships and bonds with other students, faculty and staff. Finally it was a way to "take care of business" so that they were ready to start when classes began.

Under normal circumstances, students who participated in the **Summer Institute** project would not have attended summer school right after graduation and they may not even have started college in the Fall. However, the project obviously provided enough interest, motivation and support to retain 30 of the original 31 students to successfully complete the program. Of those, 27 are enrolled in the Fall semester (two had not graduated from high school and one was interested in a program not offered at West Valley College).

At a time when student diversity, student retention and student success are major concerns in higher education, successful recruitment/retention programs for underrepresented students are extremely valuable. It becomes important then to determine the factors that produce such success.

High School Involvement

From the beginning, local high schools were asked whether they would be interested in participating in developing and supporting a **Summer Institute** for at-risk students, particularly those who are underrepresented in higher education. Approximately ten high schools responded affirmatively. After a series of meetings, agreement was reached as to the student criteria, program structure and content, and means of recruitment. Input from high school counselors in the early planning stages was critical. This, in turn, enabled them to own and promote the program to their students with familiarity and confidence.

College Credit

The **Summer Institute** was a six-week program offered concurrently with the college summer school schedule. Students enrolled in Counseling 2 (Academic/Personal Planning), Counseling 11 A/B (Careers and Lifestyles), Counseling 45 (Study Skills), MCA 50 (Introduction to Micro-computers) and Individualized Reading. Students earned 5.5 units of college credit. Students attended classes Monday through Thursday from 8:30 a.m. to 1:00 p.m. All faculty members were selected based on their interest in, and commitment to, the program.

Jobs, Activities and Friendships

After class many worked in campus jobs. This not only familiarized them more intimately with the campus, but developed a "connectedness" with campus staff. On Wednesday afternoon they would meet in groups with peer advisors to discuss various issues of interest and concern. On Fridays, social activities or field trips were arranged. These included a pool party, a picnic, a trip to the San Francisco Museum and visits to Stanford University and U.C. Berkeley. The program began with an orientation and culminated in a graduation ceremony the evening of the last day of classes. Parents were invited to both events which were well attended.

Empowerment and Confidence

Thanks to the sensitivity and commitment of the faculty, staff and peer advisors, students were able to engage successfully and achieve project objectives. As a result of their participation, **Summer Institute**

students had all been assessed and placed in Fall courses, received assistance in applying for financial aid, become familiar with the campus, participated in course work that would help them succeed in college work and had created supportive friendships in a nonthreatening and enjoyable environment.

This created an enormous sense of power and confidence in students that might otherwise have been totally intimidated by the college experience. The difference that this program has made in the lives of these young students will probably permeate their entire college career in a very positive manner and that is exactly the point of the **Summer Institute.**

* * * *

Conclusion

For some students a simple orientation, some supervision and knowledge of support programs is enough. Others need extended orientation, more guidance and some selected support services. Under-represented students need more than information, counseling and a string of services. They need a comprehensive and sensitive approach. These students need to **feel** welcome; they need to **feel** safe; they need to culturally and socially connect with peers, faculty and staff. Finally, they need to know that the college is serious when it talks about valuing diversity. Institutional credibility is critical for these students.

Teaching Foreign Languages with a Focus on Cultural Awareness at West Valley College

Ken Colson
and
Edith Zanotti

California's population is becoming more ethnically different each year. The challenge of becoming aware of these differences, respecting them and acknowledging that they are enriching our society, is before us - the educators of California. How does one begin to teach our students to be aware of what exists around them when for many years the general goal has been to mainstream our immigrants into one colorless melting pot and often "newcomers" have been ashamed, instead of proud, of their heritage simply because they were different. To ignore cultural differences is like looking at a rainbow and refusing to see the different colors.

Culture, with its many diversities, has always been an important component in a Foreign Language curriculum. Sometimes, we instructors emphasize the culture and history of countries miles away and with our piñatas, pizzas, fortune cookies, etc., we neglect to notice that the cultural diversities are here all around us in our classrooms, schools, and our communities.

The Bay Area is enriched with many ethnic groups that are eager to share their cultural activities. To identify all of these groups and research their various projects for the year is not an easy task, especially since there is no central resource center which provides this information. Instructors

and students do not always have the time to research information on forthcoming events of specific ethnic groups. In trying to research ethnic groups in Santa Clara County, one soon discovers how overwhelming the project can be. However, by approaching some of the following agencies, many doors can open.

The local newspaper, The San José Mercury News, has a section for announcements of future events, such as meetings and weekly activities. Feature articles appear for big yearly events: Cinco de Mayo, Columbus Day, St. Patrick's Day, etc. The Sunday edition is the most informative. The entertainment section announces plays, musicals, and restaurants that are famous for their ethnic specialties. The View, a monthly educational and information periodical published by the Mountain View Citizen's Newspaper, funded by the City of Mountain View, is excellent! This publication announces all of the City's forthcoming cultural events and gives good information on ethnic groups of the area. It provides television schedules with many ethnic programs. The City of Mountain View is sensitive to the needs of its citizens and provides a useful service.

There are many television channels which air ethnic programs. Cable offers programs in Spanish, Italian, French, Greek, Chinese, Japanese, Iranian, Korean, etc. Public Broadcasting Corporation also offers special programs on Channels 9, 32, 54 and 60.

The City of San José offers some services through its city offices which can provide information on ethnic groups. The Visitors and Convention Bureau of San José has information concerning activities which are scheduled to take place at the Convention Center, such as exhibits and musical events. The Bureau of Cultural Affairs of San José can provide a "Multi-cultural List of Organizations" in San José including

its president or representative. The current list consists of eighty-six ethnic organizations. (Exhibit found in complete report to the Committee for Program Improvements by Ken Colson and Edith Zanotti.)

An excellent source for information on ethnic groups comes from the school systems in our area. San José State University has a Program Board with an Event Line where one can call for weekly activities. It also has an International Center where anyone may become a member by applying, with a $15.00 fee. This center provides varied social/cultural activities to include dances and parties. Santa Clara University has a Student Multi-Cultural Center, a Student Resource Center and a Director for International Students. All of these sponsor cultural activities and lecture programs. Stanford University has many international centers. The best known is Bechtel International Center. This center sponsors many political and scientific lectures with guest speakers from different countries. Anyone can be placed on this mailing list upon request.

Our community colleges have many ethnic groups that are eager to share their culture. West Valley has an International Club with students from all parts of the world. These students sponsor activities during the year which are publicly announced in advance. The West Valley College Multi-Cultural Enrichment Committee has a 1990-91 Calendar of Events that take place between September and May. These activities are carefully planned and represent many different ethnic groups. De Anza College has an International Council, with forty-four ethnic clubs which sponsor activities during the year; most of them are open to the public. Foothill College and San José City College also have clubs and sponsor cultural activities.

Mission College, as described in an earlier article, has extensive cultural diversity programs which are integrated into the entire curriculum.

Religious organizations and churches sponsor many cultural and social activities and programs. Some Catholic churches have weekly clubs which are open to the public, such as: Spanish, Italian, German, Swiss, etc. Some churches have an entirely ethnic congregation: Greek Orthodox, Russian Orthodox, Buddhist, Jewish, etc. These churches and temples sponsor social activities or cultural programs during the year and most of them are open to the public.

The sources for funding programs that focus on cultural diversity are many. Information is available upon request to the institution or organization and most organizations will gladly place any interested instructor or student on a mailing list. The above sources are only the "tip of the iceberg." What is important is how the information is used.

Establishing an Interdisciplinary Curriculum for Understanding the Cultural Diversity of our Community, which was submitted by Ken Colson and Edith Zanotti to the Committee for Program Improvements, 1990-91, has a list of contact agencies with phone numbers and a list of eighty-six multi-cultural organizations with phone numbers for anyone interested in this information. It is the intent of the authors to establish an ongoing Central Computerized Banking System. Instructors and students may utilize this system to obtain information on ethnic groups and cultural programs in Santa Clara county.

West Valley College could eventually expand the system to an extensive information bank. Most important of all, both instructors and students would be encouraged to provide data to be entered into the

computer bank as well as utilize the information center to receive information. It is important that students have a sense of pride in themselves by actively participating and contributing to their environment.

During the last few years, when some individualized French courses were added to the Foreign Language curriculum, the department worked closely with the Tutorial Center to utilize foreign students as tutors. Some students were compensated, others volunteered. These tutors met in the Language Arts area and, under the direction of the instructor, worked with small conversation groups of 3 or 4 students who needed or wanted supplementary drills to improve their conversation skills. The tutors were eager to share their expertise and culture and the students were grateful for this opportunity. In the process, lasting friendships were established which led to correspondence, visits to foreign countries (South America, Europe, Africa, Japan, etc.), and even marriages.

We educators try to give our students as much as possible, but we sometimes forget the importance of allowing our students the satisfaction of contributing to society. It is this balance that gives the student a sense of pride, a feeling of achievement, and most of all, a feeling of acceptance and belonging.

Dr. Seefeldt of the Foreign Language Department provides a Work Study Abroad Program. Through this program, American students can work throughout the world for compensation and units during the summer, and at the same time foreign students are placed in the United States during the summer. This outstanding program has produced wonderful opportunities for cultural exchange and is helping our students to become internationally conscious of the daily changes in our ever-

shrinking world, a necessity in dealing with Europe's Economic Community. This program has now also expanded to Asia.

In the Fall of 1989, West Valley College registered 264 Chinese, 179 Filipinos, 43 Indians (Subcontinent), 170 Japanese, 81 Koreans, 73 Pacific Islanders, 155 Vietnamese, 334 African Americans, 476 Hispanics, 549 Mexican Americans, 140 Middle Easterners, 380 Europeans (French, Italian, German, Dutch, Belgian, Greek, Russian, Spanish, Portuguese, Swiss, Austrian, Swedish, Danish, etc.). Then we can add to this list those first generation Americans who come from homes that reflect a foreign culture.

In the Fall of 1990, West Valley College registered a total of 15,973 students. There are among these students 393 Chinese, 211 Filipinos, 71 Indians (Subcontinent), 241 Japanese, 150 Koreans, 64 Pacific Islanders, 266 Vietnamese, 405 African Americans, 9 Cubans, 782 Mexican or Mexican Americans, 36 Puerto Ricans, 345 other Hispanics, 227 Middle Easterners, 154 Native Americans, approximately 450 Europeans (French, Italian, Russians, Germans, Swiss, Portuguese, Swedish, Dutch, etc.). Is it possible to look at all these students and want to see them as all the same? To close our eyes to the cultural diversities before us is indeed an injustice and loss to everyone.

* * * *

In 1990 the world has witnessed the disintegration of the Berlin Wall, the awarding of the Nobel Peace Prize to a Soviet leader, and the current Middle East crisis. Can we not disintegrate the "walls" within our own communities and work for peace through understanding and respect for

the diversities within all of us? First of all, we must be aware that such differences do exist. Educators are in a position to become instrumental in encouraging an awakening to this level of awareness.

It is in the sharing of cultural diversities that we soon learn that there are cultures within cultures. Finally, we may come to realize that it's the uniqueness within each of us that makes us all very special.

Women Making Their Own Way - Conference Report, June 1990, *Educational Transition* at West Valley College

Elisa R. Goti
and
Arlene Herman

Educational Transition, an adult re-entry program at West Valley College, presented a conference on May 19th, 1990, entitled **"Women Making Their Own Way."**

The conference was sponsored by a **Consumer Homemaker Vocational Educational** grant. Subsequently, **Educational Transition** was awarded the grant in the summer of 1989 and further discussion about the goals and expectations of such an event took place during a staff retreat in October, 1989.

The group proposed the immediate implementation of services directed to minority and low income segments of the community as part of the recommendations of the Minority Recruitment/Retention Task Force.

Educational Transition, supportive of the Task Force recommendations, coordinated a one day conference funded by West Valley College and the **Vocational Education** grant, with the following objectives:

A. address critical social issues;

B. serve underrepresented segments of the population; and

C. be informative and affordable.

Educational Transition Coordinator, Arlene Herman, advocated that the needs of low income and minority residents, as well as students involved in the West Valley Re-entry Program, should be addressed in conference topics.

A close-to-home search indicated that 40% of students in the West Valley re-entry program were going through separation and divorce. The issue emerged as a good theme for a conference aimed at providing assistance to West Valley students and offering a service to the San José community.

Another factor considered was the sector of the population that could be better served by the conference. Since 98% of the students attending the **Educational Transition** Program are women, and considering the serious financial, psychological and legal dilemmas which they face as single heads of household, it was established that the subject of separation and divorce should be focused on women's needs.

In short, it was determined that the May, 1990, conference would address the problems faced by low income women going through separation and divorce.

A conference coordinator was hired to develop and implement a conference plan, to engage speakers, and to develop an outreach strategy to attract the low income audience, generally unfamiliar with West Valley College.

During the first stages of the coordination, other conferences conducted in the past on the subject of separation and divorce were analyzed and information requested from their coordinators. Directors and staff from Economic & Social Opportunities, Inc. (ESO), Mexican American Community Services Agency (MACSA), Greater Avenues for

Independent Service (GAIN), Career Action Center, and West Valley Community Education generously provided planning advice, speakers referral, and mailing lists.

To correspond with the concept of making the conference affordable to a low income audience, two elements were considered important to incorporate: child care and lunch. Fortunately, West Valley has an excellent child care facility that agreed to extend its services. The unit could accommodate toilet-trained children up to 7 years old. The Program Director, Judith Camarena, made the necessary arrangements to provide adequate supervision and two snacks. Lunch was provided by parents.

To support outreach activities, two promotion pieces (a conference announcement flyer and an informative brochure) were designed and later produced by the graphics department at West Valley College.

An **Education Transition** mailing list of service agencies and key individuals from the South Bay Area was compiled. In addition, the conference brochure was attached to the April newsletter of the local chapter of the National Organization for Women. Through this vehicle, a large audience interested in women's issues was reached.

Conference announcements were sent to agencies and individuals. The mailing consisted of a packet that included a letter from the **Educational Transition** Coordinator, the announcement flyer, and the conference brochure.

During the month of April, direct contact with service agencies that deal with women's issues was established. For this purpose, a list of 23 top agencies was developed. Training centers, for example, were

singled out because normally they serve individuals in transitional situations.

Some of the agencies were aware of the upcoming conference at West Valley College because of previous contact by **Educational Transition** staff or brochures and flyers already distributed to them. The purpose of these visits was to provide more information about the event, facilitate registration (filling in registration forms), and to develop goodwill with agencies' officials and administrators.

The response to these visits was extremely positive. Contacted individuals expressed enthusiasm with the topics of the workshops, the quality of the speakers, and the outreach effort.

In general, agencies offered to post information and distribute brochures and flyers to instructors, counselors and students or clients. The Center for Employment Training (CET) assigned a counselor to inform students about the conference and register those interested.

A press release was sent to local media and was followed by phone calls to ensure interest in the event and secure publication commitments. Media selection was based on the goal of achieving high distribution in Santa Clara County households. Spanish language newspapers were also contacted to promote the conference in their weekly publications. Because of the high number of registrations, promotional activities (printed materials and air "spots" scheduled for May), were cancelled. The announcement in the Valley Log column of the San José Mercury News, scheduled for April 30, was pulled out because of early closing of registration.

The conference consisted of five informative workshops preceded by an inspirational speech. There were two consecutive sets of three

parallel workshops each. During the first part of the morning, the following workshops were offered:

1. Legal Rights
2. Psychological Issues
3. Employment Tips and Techniques

After a fifteen minute intermission, the next set added these topics:

4. Assertiveness Training
5. Going Back to School

The morning activities were closed at 12:30 p.m. After the complimentary lunch and the keynote address, the participants were invited to become acquainted with the services offered by the agencies represented at the resource fair.

The workshops that attracted the most participants were Legal Rights, Assertiveness Training, and Psychological Issues. Legal Rights was repeated and a second workshop on Psychological Issues was added due to the large number of participants interested in the subject. Table 1 provides a breakdown of workshops' registration:

WORKSHOP BREAKDOWN

Table 1

Workshops	Legal Rights	Psych A	Psych B	Employment Tips and Techniques	Assert-iveness Training	Going Back to School
Audience	108	54	54	54	106	42

The day of the conference, May 19th, there were 182 registrations and 107 in attendance. An equivalent of 59% of the individuals that signed up attended.

To have an overview of the audience profile, attendance was sorted according to zip code. The study showed that 92% of the audience was from outside the Los Gatos-Saratoga area, which is normally served by West Valley College. Outreach into Economic Depressed Areas (EDA) proved to be successful since 16% of the attendants were from these neighborhoods.

Participants were asked to complete an evaluation form to provide an indication of their degree of satisfaction with the event as well as furnish suggestions for improvement.

Their evaluations demonstrate that the conference was a complete success. An impressive 92% of participants found the information presented from "extremely helpful" to "very helpful."

There was an enthusiastic response to the overall organization and the relevance of the topics. These are some of the comments: "It was done in a very relaxed and informative style...."Quality and sensitiveness of speakers...."Extremely well organized...."Great topics and presenters...."I recently separated and felt some kinship and strength today that I haven't felt before; I realized that I do have some options...."The feeling was established that we're not alone and there is a network of assistance out there."

There were comments about the tone of the event: "Your generosity has helped me emotionally...."Friendly staff...."Welcome atmosphere...."The feeling of belonging...."The positive and

enthusiastic encouragement for women making major changes in their lives"...."I felt like an honored guest."

Other elements of satisfaction were the workshop speakers as well as keynote speaker, Superior Court Judge LaDoris Cordell: "So inspiring"...."Awesome!"..."Judge Cordell was great!"..."Keynote and session speakers were all excellent"..."Great speaker!"..."Speakers took time to answer questions"..."Were giving and open to share insight that might be of help to us."

In regard to the components that could be improved in a future conference, some of the participants requested an opportunity to attend more workshops and others would like to see longer workshops, with more time for questions and answers.

* * * *

Following the May 19th conference, **Educational Transition** staff members met to discuss the event and offer personal comments. It was agreed that the conference was an outright success, but nevertheless, revisions were suggested. The registration procedure should be modified to avoid a large disparity between the number of registrants and those who actually attend. It was also suggested that workshops should be scheduled in a way that would allow participants to attend more of them.

Finally, Ms. Herman indicated that it would be appropriate to plan the 1991 conference as part of Women's History Month activities. Following her idea, the conference was scheduled for March 23, 1991.

Reflections on Diversity

Leo E. Chavez

I remember a little boy, alone on a bench, sobbing softly, frightened and alone. The boy had just started kindergarten and his parents had sent him to a school some distance away from his neighborhood. Because the boy's mother did not drive, she relied on a close friend to pick her son up from school and bring him home. However, something happened that day and the child was left feeling quite abandoned when his ride did not arrive on schedule. The problem was compounded by the fact the boy spoke little English. His parents and his other family members used Spanish at home, and that was the language he had developed. In fact, the desire to have their son learn English was the prime motive in sending their son to school in a neighborhood where the predominant language was English. The strategy worked, of course; but part of the price was a very frightened little boy who felt quite abandoned and alone, lost and unable to communicate with passersby who offered assistance.

In many ways that experience is typical of minority youth in our educational system and stands as an appropriate metaphor for the feelings most minority children encounter in our school system. It is an effective metaphor because despite the young boy's ability to learn English rather quickly, the feeling of being lost, alone, and unable to communicate never left. It never left because the schools never made much of an effort to accommodate the boy's cultural and linguistic needs. The benefits seemed obvious enough. Our society was able to

use the educational system to essentially strip ethnic and national minorities of their identity and to reconstitute them into "Americans." We were thereby able to maintain a high degree of social stability despite the presence of an extremely heterogeneous group of citizens. The logic was plain and honest enough. There was no hint of prejudice or discrimination, only the simple statement that the key to success would always be the ability to adopt mainstream cultural standards and values. There seemed little reason to argue with the premise. Those who adapted and survived would be rewarded; those who failed were the price of forging a national identity.

But that was then and this is now, and as I look back on my experience as a student while looking forward to the experiences my children will have, I am struck by several factors. First and foremost, I am struck by the primitive level of thinking involved. The refusal to accept diversity seems terribly backward from today's perspective. I am struck not only by the high price we extracted from our young people, but also by the inevitable losses incurred by all of society. Even today the attrition rate for most ethnic minorities approaches, and at times exceeds, fifty per cent. The absence of minorities in our graduate schools and executive offices is offset by their overwhelming presence in the criminal justice system and on the welfare rolls. From today's perspective, the attitude of forced assimilation seems comparable to the procedures used by physicians in the early 18th century when they attempted to cure some ailments by attaching leeches to the infirm to drain them of their contaminated blood. The treatment, of course, was not only proven incorrect and unnecessary, it often killed the patients! I shudder at the thought of the number of young people we have lost

because we drained them of their cultural blood. It is equally distressing to contemplate the loss to society at large of all that wasted intellectual talent we could have enjoyed if we had been more open-minded.

However, I have long ago been disabused of the notion that societies will undertake a particular course of action simply because it is the right thing to do. Particularly when diversity and its companion, affirmative action, remain so threatening and controversial. That controversy demands that the issue of diversity should be couched in terms we can all comprehend - our collective self-interest. From that perspective, there are at least two distinctive viewpoints to review. One argues that we should maintain the time-honored tradition of forcing some degree of cultural homogeneity. After all, the circumstances which fueled that argument originally remain real considerations. That is, how are we possibly going to assimilate all our immigrants? How are we to prevent social disintegration in the face of overwhelming numbers of immigrants from all over the globe who bring such disparate religions and basic values with them? But given the current demographics, the traditional solution raises some interesting dilemmas. For example, whose culture do we make the standard for homogeneity? Do we rely on majority rule, the traditional measuring stick? Do we rely on the "traditional" white, male, Anglo-saxon, protestant culture which is becoming increasingly irrelevant from a national, as well as from a global, perspective? Can we afford the human cost of this forced assimilation?

If we assume we should allow the majority to rule, then the demographic picture should be a source of great concern to traditionalists. One might argue that particularly in California the

"new majority" should simply wait for their numbers to overwhelm. In Los Angeles, current kindergarten classes are now two-thirds ethnic minority. Hispanics comprise nearly forty per cent of that number. Perhaps the answer is to maintain a school system which reflects the cultural and linguistic characteristics of the majority population and which would then force all other groups to adapt or fail. The traditional message, remember, has been that the schools exist to serve the majority. The traditional message states that the high failure rate among most minority groups simply represents their unwillingness to adapt. Thus the schools have not failed, the minority students have failed. The schools need not change, the minority students need to change. As soon as they adapt, their attrition rate will decline rapidly. Hopefully, the fallacies in that perspective are so obvious no further discussion is needed, otherwise what does that say about that same perspective twenty years ago?

A second perspective argues that the United States is engaged in a critical struggle for economic survival. Yes, survival. The United States began to lose the battle for economic supremacy at about the time we began to lose the battle in southeast Asia. But, the battle still rages and this country possesses most of the ingredients for a dramatic recovery, although current events in Washington and Sacramento do give us reason to pause. In any event, that battle will ultimately be won and lost by our ability to compete successfully in an increasingly competitive global economy, and our ability to compete successfully will result from our ability to use power effectively. Moreover, recent economic and political events have fundamentally reshaped the definition of power. Power is no longer portrayed in military terms. As

one editorial questioned, why are we able to design aircraft capable of evading enemy radar, but unable to design an automobile capable of evading gasoline pumps? Why do we possess the capacity to destroy the world, but lack the capacity to expeditiously remove one dictator from the desert?

The answer, of course, lies in the leveling power of technology and economic interdependency which has placed power in the hands of the economically efficient and in the hands of those who possess the resources needed to fuel the technology. Even the quintessential model of conservatism and bureaucracy, the Soviet Union, has grasped that fundamental change in contemporary politics. While we congratulate ourselves for having brought the "evil empire" to its knees, our own leadership fails to heed the true meaning of Mikhail Gorbachev. Gorbachev is not dismantling the Soviet military threat because he has recognized the inherent superiority of American arms. He is restructuring the Soviet social and economic landscape because he has come to realize that the game has changed. Note well, though, that the statement, "the game has changed" is a fundamentally different proposition from the statement "the game is over." Gorbachev has simply realized that war is no longer good business. The cost/benefit ratio of armed aggression has forevermore slipped to the loss side of the ledger. Weapons capable of incredible, irretrievable, mass destruction have seen to that. But war was invariably a means to an end, at least during the recent industrial era, and the end was typically economic superiority. In other words, the true meaning of Gorbachev is the realization that military spending is now a hindrance to the achievement of economic superiority. Military spending takes both

human and capital resources away from the development of an economy capable of competing in the global market place. (Has anyone checked the percentage of the Gross National Product spent on defense by the world's leading economic powers, Japan and Germany, and how it compares to ours?)

But I thought we were talking about diversity? We are. 80% of our newly emerging work force will consist of women and minorities, and that will not change during our lifetime. Minorities and women are precisely the group of individuals we have failed most with our traditional educational system. It seems reasonable to conclude, therefore, that our ability to compete economically on a global scale will be directly proportional to our ability to successfully educate all our young people. The redefinition of power has placed enormous emphasis on a society's ability to fully exploit the physical and intellectual talents of all its citizens. For the foreseeable future, literacy skills, creative thinking skills, and productivity will serve as the primary weapons in the global competition for supremacy. I am not arguing that diversity is the key to re-establishing ourselves as the world's greatest power. I am arguing that the key is a highly-skilled and educated labor force, and in order to achieve that goal we will need to do a better job with all our students. Our focus on diversity may be producing some distortion in emphasis, however.

Obviously we need to divert resources away from counterproductive weapons systems and toward fully developing the potential of our human resources. This includes such areas as child care and health care. Our focus, however, is the need for diversity in the educational arena, and I contend that we cannot afford any

more lost and confused little boys (or girls). If you will allow me a personal aside, I may be able to return to the primary focus of this article. I would like to recount what occurred when I applied for a marriage license some years ago. One of the questions on the form asked for the number of years of education. I listed 20. The clerk pointed out that I had obviously made an error, and I retorted rather sharply that I had not made an error. On the form it would appear I spent 10 years in the first grade! I was angered by the question because I perceived, perhaps incorrectly, some bias. In retrospect I think what really angered me was not the disbelief expressed by the clerk, but the fact that during my entire 20 years as a student, during 16 years in a largely segregated educational system with a high percentage of Hispanic students, I never encountered an Hispanic educator! Not one teacher, counselor, or administrator - not even in the Spanish class.

It is difficult to convey accurately the problem this lack of role models creates. But I can argue unequivocally, that during those twenty years, which include a doctoral program at a Big Ten University, the most difficult obstacle I confronted was not the intellectual challenge but the incessant doubting of one's right to even attempt the degree. I remember, years later, having to find the diploma to convince myself I had not merely dreamt of having received the degree rather than having actually completed the program. I remember well the tremendous impact I felt when I first read Ralph Ellison's <u>The Invisible Man.</u> The powerful metaphors, the seemingly wild dream sequences found throughout the autobiography seemed all too appropriate at those times. Could I have possibly dreamed about, rather than actually completed, the degree? The point of this discussion is the destructive

nature of self-doubt which in turn is produced by the total lack of anyone to serve as a relevant role model. I mean, there had to be a reason why there were no Hispanics in education. Why should I be so bold as to attempt something so few had succeeded in achieving? I was extremely fortunate to encounter faculty members who recognized my doubts and who worked diligently with me to help overcome them. I simply would not have survived without their timely assistance.

Certainly the experience has benefited me in many ways. But I still wonder if my experience was unique. I wonder if my periods of extreme self-doubt were solely a product of not having role models. Or, I wonder if all students suffer battles with doubt as a natural outcome of their education and as they inevitably confront their own intellectual limits. I wonder how much I missed struggling with myself rather than with my discipline. Of one thing I am certain - there has to be a better way. Some will argue that the experience is little different from that of most graduate students. That overcoming one's self-doubts is an integral part of any challenging educational experience. Perhaps. But I would argue that the experience was profound enough to constitute a fundamentally different challenge. A challenge that in many respects is unnecessary and a challenge which many are unable to overcome. I would also argue that women gave birth in desolate locations without benefit of any assistance, that dentists extracted teeth without novocaine, and that some people believed the world is flat.

The world has progressed a great deal even in the short time that includes my educational experience. And that progress demands a change in the way we do business. Progress **has** given us advances in medicine which have greatly reduced both suffering and death, and

advances in science which provide us a clear picture of our globe, progress **must** give us an educational system which reflects the needs of all our students. As a nation we can no longer afford to waste half of our human intellectual potential as we currently see in our drop-out rate among some segments of our population. The real point in diversity, therefore, is not fairness, or majority rule, or anything other than a necessary public policy. We can no longer afford the losses created by an educational system which makes few allowances for cultural or gender differences.

Diversity will do far more than produce role models. Diversity will inevitably produce changes in curriculum, teaching style, and emphasis in any institutional value system. For example, why are there so few women mathematicians and engineers? Could it be, as some argue, that the entire culture of the engineering profession is so alien to women that they are simply unable to survive in such a foreign environment? Thus, the real purpose of diversifying college staffs is to change the institution's culture, not simply to make women and minorities more comfortable. The real purpose of diversity is to encourage and accelerate the changes, both subtle and significant, that will enhance the success rate of what used to be termed "non-traditional students." We have seen a similar phenomenon in the law enforcement community, which resisted women joining their ranks for years. The arguments used to maintain barriers proved to be without substance, as women police officers simply used different strategies to accomplish the same tasks as men. In fact, in some cases the so-called "feminine solution" proved more effective and less dangerous than traditional police methods.

Law enforcement may not be the best example, however. The issue of women as firefighters may be more appropriate. For a number of obvious reasons women have been far less successful as firefighters than as police officers. The lack of success is due to reasons beyond the close living arrangements which are an integral part of the occupation. It appears that there truly are a number of physical requirements which women find difficult to achieve. Thus, it is argued that if our society is truly committed to diversifying the firefighting profession, we will have to completely restructure our buildings and firefighting methods to eliminate much of the brute strength which is currently required to be a competent firefighter. I do not plan to discuss those implications other than to state that if we are to be successful in educating all our students, we will most likely have to restructure our educational institutions as thoroughly as our need to restructure our buildings to accommodate women firefighters.

From this perspective, diversity takes on an entirely new meaning. All too often the argument for or against diversity centers on diversity as an end in itself. The real need for diversity, though, is as a means to an end. The end is the ability to change our teaching methods and curriculum to accommodate the varied learning needs of an increasingly diverse student body. It is not enough to simply hire women or minorities; we need to hire teachers who are willing to experiment, to adopt new methodologies, to try new technologies. The implications are clear. The classroom environment must change completely if we are to meet the challenges already confronting education.

Unfortunately, there are at least two seemingly insurmountable obstacles which must be overcome if we are to succeed. The first is funding. Adequate funding will be required for the massive retooling of our education institutions. Computers, software, interactive video, and more will have to be obtained soon and in sufficient numbers to impact the learning environment. Funds will have to be provided to retrain those currently in the profession to use the new equipment as an integral part of their teaching. Current salary levels are also inadequate to attract the skilled young people who are selecting other professions. This has to be achieved in addition to the funding problems created by the tens of thousands of new students entering our school systems every year. In other words, we are facing a multi-billion dollar challenge. We have the resources as a nation and as a state. But do we have the political courage, wisdom, and leadership ability to force a fundamental reassessment of our priorities in order to make the funds available? We can only hope that the changes wrought by Gorbachev will be recognized for what they are, and that our nation's leaders will accept the challenge and force that fundamental realignment in our spending in order to reclaim our leadership position.

The second issue is somewhat related to the first. Even if we resolve our funding problems, where are we going to find the skilled and dedicated professionals, especially women and minorities, to replace those whom we know will be leaving the teaching profession? The numbers are indeed staggering. One-half of all our teachers will retire during this decade. Merely to replace them will demand that 28% of all currently enrolled college graduates must select education as their profession! This is unrealistic. AB 1725 also mandates that one-third of

our new teachers be from protected groups, and that soon our teaching staff's composition must reflect the composition of the populations each college serves. Clearly, an impossible goal given what we know to exist in current college populations.

Perhaps now is a good time to end this essay, to simply give up and admit these goals are too lofty, too difficult to achieve. But educators are problem solvers, and this problem must be solved by educators. There are several strategies which must be adopted at once to overcome these obstacles. First, we must agree to pursue these goals whatever challenges they represent. We can diversify our staffs if we develop the commitment to do so. Second, we must work hard in our communities to educate parents and other adults regarding the need to reorder our social priorities. Third, we must plunge headfirst into the technology pool and commit ourselves to its use. I would argue that education will be unable to avoid the inevitable implications of the teacher shortage we are on the verge of experiencing. History provides us with numerous examples of industries which are labor intensive and which encounter such a shortage of labor. The price of that labor rises rapidly. As we find increasing difficulty in finding highly qualified teachers, we will find the price of those teachers begin to rise dramatically. Soon we will be unable to meet the increased price of teachers, and education, like virtually every other industry before, will turn to technology to resolve the high cost of scarce labor.

At this point, I foresee a fortuitous combination of forces demanding a similar resolution. Equally fortunate, those forces will demand a solution for which we currently have a model. Those forces, again, include large numbers of increasingly diverse students, a

decreasing number of sufficiently qualified teachers, and increasing competition for society's scarce resources. These forces will demand a new emphasis upon what we currently call matriculation, a new emphasis on practices currently employed by most disabled students' programs, and new emphasis on computer assisted instruction. Simply, we will be forced to develop and use increasingly sophisticated assessment instruments; counselors will play an increased role by developing Individualized Education Plans for each student which will accommodate gender, race, ethnic, socio-economic class, language, and other differences; and finally, those differences will be accommodated with a heavy reliance on individualized computer-aided instruction.

Such changes represent radical but nonetheless evolutionary changes in the way we educate our young people. I firmly believe these changes will soon be forced upon us and that if we adopt them that our success rate with all our populations will increase dramatically. Once that occurs, the pool of highly qualified women and minorities will be available.

* * * *

Let us expand, therefore, our definition of diversity to include learning and teaching styles as well as the inclusion of non-traditional populations among our teaching staffs. The only solution to our current problem is structural. Let us accelerate the pace of that structural reformation.

ERIC Clearinghouse for Junior Colleges JUL 26 1991